

HAUT GAP MIDDLE

1861 Bohicket Road
John's Island, SC 29455

GRADES 6-8 Middle School

ENROLLMENT 317 Students

PRINCIPAL Roberta M. Frasier 843-559-6418

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	37	8

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	No

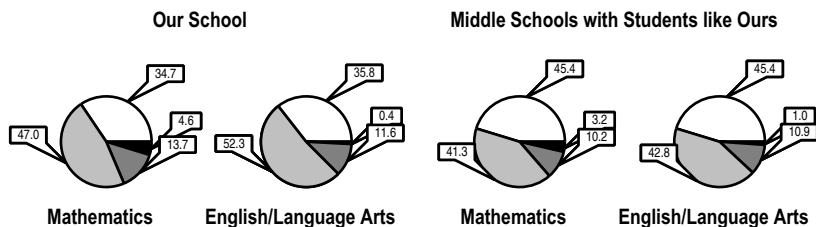
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	317	99.7	35.7	52.3	11.7	0.4	23.3	Yes	Yes
Gender									
Male	149	99.3	43.8	46.9	9.2	0.0	20.0		
Female	168	100.0	28.8	56.9	13.7	0.7	26.1		
Racial/Ethnic Group									
White	40	100.0	18.8	71.9	9.4	0.0	34.4	I/S	I/S
African-American	252	99.6	37.5	50.4	11.6	0.4	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	25	100.0	42.1	42.1	15.8	0.0	15.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	268	99.6	32.9	54.6	12.1	0.4	24.6		
Disabled	49	100.0	51.2	39.5	9.3	0.0	16.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	317	99.7	35.7	52.3	11.7	0.4	23.3		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	99.7	35.3	52.5	11.9	0.4	23.7		
Socio-Economic Status									
Subsidized meals	267	99.6	35.0	53.3	11.4	0.4	22.8	Yes	Yes
Full-pay meals	50	100.0	40.5	45.9	13.5	0.0	27.0		

Mathematics - State Performance Objective = 15.5%									
All Students	317	99.7	34.3	47.3	13.8	4.6	29.0	Yes	Yes
Gender									
Male	149	99.3	39.2	43.8	11.5	5.4	25.4		
Female	168	100.0	30.1	50.3	15.7	3.9	32.0		
Racial/Ethnic Group									
White	40	100.0	15.6	59.4	21.9	3.1	37.5	I/S	I/S
African American	252	99.6	37.9	45.3	12.1	4.7	25.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	25	100.0	21.1	52.6	21.1	5.3	52.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	268	99.6	32.5	45.8	16.3	5.4	33.3		
Disabled	49	100.0	44.2	55.8	0.0	0.0	4.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	317	99.7	34.3	47.3	13.8	4.6	29.0		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	99.7	34.9	46.8	13.7	4.7	28.4		
Socio-Economic Status									
Subsidized meals	267	99.6	33.7	48.0	13.0	5.3	29.3	Yes	Yes
Full-pay meals	50	100.0	37.8	43.2	18.9	0.0	27.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	40.7	46.9	9.9	2.5	12.3
	Grade 7	112	99.1	54.5	39.6	5.9	N/A	5.9
	Grade 8	105	100.0	46.5	49.5	4.0	N/A	4.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	42.3	43.3	13.4	1.0	14.4
	Grade 7	99	100.0	28.0	60.2	10.8	1.1	11.8
	Grade 8	119	99.2	36.4	53.6	9.1	0.9	10.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	30.9	38.3	24.7	6.2	30.9
	Grade 7	112	100.0	48.0	41.2	10.8	N/A	10.8
	Grade 8	105	100.0	44.6	49.5	5.0	1.0	5.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	28.9	42.3	18.6	10.3	28.9
	Grade 7	99	100.0	35.5	43.0	16.1	5.4	21.5
	Grade 8	119	99.2	40.0	52.7	6.4	0.9	7.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 317)				
Students enrolled in high school credit courses (grades 7 & 8)	11.2%	Down from 50.8%	9.2%	14.6%
Retention rate	2.5%	N/A	4.4%	3.0%
Attendance rate	94.0%	Up from 93.2%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.1%		8.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.1%		7.8%	5.3%
Eligible for gifted and talented	7.7%	Up from 4.4%	7.0%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.0%	Down from 17.7%	14.9%	13.9%
Older than usual for grade	11.4%	Down from 37.0%	7.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.8%	Up from 6.2%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	47.8%	No change	47.8%	48.7%
Continuing contract teachers	78.3%	No change	72.5%	81.7%
Highly qualified teachers**	84.6%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	27.3%		10.7%	5.3%
Teachers returning from previous year	80.6%	Up from 78.7%	77.9%	85.1%
Teacher attendance rate	95.0%	Down from 97.2%	94.2%	94.8%
Average teacher salary	\$40,792	Down 0.7%	\$39,245	\$40,566
Prof. development days/teacher	20.8 days	Up from 20.0 days	11.9 days	11.0 days

School

Principal's years at school	16.0	Up from 15.0	2.0	3.3
Student-teacher ratio in core subjects	20.9 to 1	Up from 17.4 to 1	18.9 to 1	21.3 to 1
Prime instructional time	87.4%	Down from 89.0%	88.1%	89.3%
Dollars spent per pupil*	\$7,236	Up 10.4%	\$6,551	\$5,821
Percent of expenditures for teacher salaries*	62.1%	Up from 60.7%	60.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	87.6%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Haut Gap Middle School has focused on the "Magic of Success" this year through improving academic achievement, increasing emphasis on instructional improvement through the Accelerated Schools Program, and establishing a caring community. The school received a Comprehensive Reform Grant for the next three years to implement the Accelerated Schools model. This will help us further develop successful teaching strategies with an emphasis on hands on learning and accelerating all students.

Haut Gap Middle School serves 311 students in grades 6 through 8 from the rural areas of Johns and Wadmalaw Islands and the resort islands of Kiawah and Seabrook. The ethnic population of the school is approximately 82% African-American, 10% Caucasian, and 8% Hispanic and other groups. Over 90% of the students participate in the free and reduced lunch program. A comprehensive needs assessment reveals that, while PACT results in math have shown gains, 41.9% of the students are still below basic in math and 47.7% are not meeting standards in English Language Arts. The 2003 baseline scores on the state science and social studies assessments indicate that more than 50% did not meet standards in those content areas. Various surveys conducted during the year indicate a lack of student and teacher satisfaction with the learning environment and the emphasis on seatwork and teacher centered instruction. Faculty and staff indicate the need to improve skills to work with low achieving, disabled, and English as Second Language (ESL) students. All groups surveyed indicated that school climate, student behavior, and parental involvement were areas of concern. Through our work with the Accelerated Schools model, we envision enrichment in teaching strategies, teacher empowerment, differentiated learning, and increased parental involvement.

Currently, to meet the needs and concerns of the school population, Haut Gap Middle School participates in the Foundation for Excellent Schools, Communities in Schools, and Gear-Up and offers an after school center. These programs provide for additional assistance for students and focus on improving student performance in math and reading through a variety of instructional approaches. Through a community partnership, Our Lady of Mercy sponsors Cultural Experience—our drum, dance, and discipline project.

As we move forward under the Magic of Excellence, we are proud to note that our students were winners in the Lt. Governor's Writing Contest, Junior Scholars Program, and Optimist Oratorical Competition. Our students have continued to be successful in competitions and to be involved in motivating and career-orientated activities such as AIM, FES, and Groundhog Shadowing Day. We have continued our recognition as a Community of Readers Award Winner and have been identified as a Healthy School Community by the State Department of Education. We want to continue through the world of academics and technology to Motivate, Achieve, Give, and Care-The Magic of Excellence.

Byron Johnson, SIC

Roberta M. Frasier, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	95	81
Percent satisfied with learning environment	69.2%	51.6%	71.8%
Percent satisfied with social and physical environment	61.5%	65.3%	80.8%
Percent satisfied with home-school relations	50.0%	77.9%	59.7%

*Only students at the highest middle school grade level at this school and their parents were included.